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ABSTRACT

The role of those who train educational administrators is largely shaped by influences emanating from the training requirements or nature of the program to be provided and the institutional setting in which that training occurs. Present concerns in these areas are producing a good deal of questioning about the professorial role itself. Radical revisions are needed in programs, institutional arrangements, and the professorial role. Results of a questionnaire indicate a push toward (1) competency based training, however that may be defined; (2) extern or off-campus programs with established principals, usually two days per month for credit; (3) block time for teaching integrated content intensively, usually team taught; (4) group process experiences; and (5) individualization. In terms of instructional methodologies, the survey indicates a changing orientation in favor of the case study and the internship, field projects, simulation, and surveys. There is a need for a study of the institutional arrangements for program development and the conditions of the professorship itself, and for emphasis on improving the institutional conditions that will permit systematic exploitation of the promising practices now available. (Author/WM)

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TRAINING FOR THE PRINCIPALSHIP: INSTITUTION, PROGRAM, PROFESSOR

Lloyd E. McCleary

The role of those who train educational administrators is largely shaped by influences emanating from two sources--the training requirements or nature of program to be provided and the institutional setting in which that training occurs. At the present time there is a considerable amount of concern about each and therefore a good deal of questioning about the professorial role.

In the final report of a lengthy study, Preparing Educational Leaders for the Seventies, the University Council for Educational Administration (UCEA) provides a challenging observation:

> While a few reasonably specific criticisms and proposals appear in the literature, the majority of published statements are relatively imprecise and general in nature. There is much repetition of broad platitudes, but little explicit analysis of trends and needs. Further, the platitudes tend largely to be negative in attitude.[1]

The statement concludes with the note that criticisms and solutions are repeated ad nauseam. In this brief paper, therefore, I shall attempt to comment both upon program influences and institutional influences, using as much of a data base as is available and maintaining as constructive a stance as possible. In this light, it is appropriate to give credit to the efforts being made, particularly in the program area, by the National Association of Secondary School Principals,[2] the National Conference of Professors of Educational Administration,[3] and the University Council for Educational Administration.[4]

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[1] HEW, Office of Education, Final Report Project No. 8-0230, December 1969, p. 475.

[2] NASSP has sponsored numerous projects; the most recent is described in Where Will They Find It? The Association, 1972.

[3] NCPEA has many interest groups including one on the Competency Based Curriculum which aids in publishing the CCBC Notebook, a quarterly.

[4] UCEA has a large array of projects and publications and regularly publishes descriptions of program innovations in its monthly Newsletter.

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Every professional field--medicine, engineering, public administration, and educational administration--has a literature which records cycles of examination, debate, and reconceptualization of the meaning of competency. No professional group can claim professional standing without explicit statements of what constitutes competence, how it is to be attained, and who is to judge whether or not a given individual has attained sufficient competence to practice that profession.

Current models for training educational administrators have been under attack for over a decade. These attacks sometimes take the form of intemperate criticism; yet, rational analysis reveals reasonable grounds for serious stock-taking and constructive response. Several of the more obvious and pervading developments forcing reconsideration of training programs are:

a) General system theory applications to program design--leads to a demand for more precision in program specification.

b) Newly invented formats for acquiring competency--brings irto view the possibility for individualization and non-time-bound instructional approaches.

c) New methodologies and means -- have opened the idea that alternative routes to competency attainment must be made available.

d) Evaluation concepts--now open the argument for qualitative rather than quantitative, and formative rather than merely summative measures of competence.

e) Desire for interdisciplinary exchange--requires more specificity and clarity in what competencies administrators need.

f) improved linkages with the field--has increased expectations for relevance, for legitimating means for acquiring competency on the job, and for the validation of programs in the real setting.

This brief listing should be sufficient to indicate that the nature of the response to such pressures requires some radical revisions in programs, institutional arrangements, and the professorial role.

The UCEA study quoted above provides data about the total field. The general conclusions are that:

1. The number of programs for training educational administrators will continue to increase.
2. The number of administrators needed will decline.
3. Emphasis in training will need to shift from pre-service to in-service.
4. There is strong rejection of lecture-textbook approaches by both practioners and professors.
5. Methodologies most valued emphasize learner participation and reality orientation.

In order to focus in more directly upon the training of principals the writer checked the number of NCATE-approved training programs. Of the 456 NCATE-approved institutions, 191 have approved programs for secondary school principals. Sixty-five of these institutions were surveyed (78.5% responded). The sample included a proportionate number a) whose highest degree was master's, 6th year, or doctorate; b) from five major geographical areas; and c) by type and size. This survey will not be reported in detail here; however, some results are pertinent. As shown in Table I, new departures, new directions, or new activities

indicated a push toward: 1) competency based training--however that might be defined, 2) extern or off-campus programs with established principals--usually two days per month for credit, 3) block time for teaching integrated content intensively--usually team taught, 4) group process experiences, and 5) individualization.

TABLE I

New Activities or Departures Considered Innovative

(51 Institutions)

Activity	Investigating	Initiating	Installed
1. Competency based instruction	31	9	1
2. Extern programs (one- to two-day, two-week mid-career)	11	7	14
3. Block time--by theme or integrated content	4	3	22
4. Group process experiences	6	5	8
5. Individualization	12	4	2
6. All others Concept seminars Clinical teach-in	7	5	6

Items contained in Table I might be considered as program designs or formats and do not reveal methodologies of instruction. To obtain some indication of these, the questionnaire employed the list developed by McIntyre (McCleary and McIntyre, NASSP Bulletin, March 1972). In Table 2 methodologies are shown cast into the competency based curriculum model proposed by McCleary and McIntyre and being experimented with by several institutions.

TABLE II: METHODOLOGIES IN THE COMPETENCY BASED MODEL

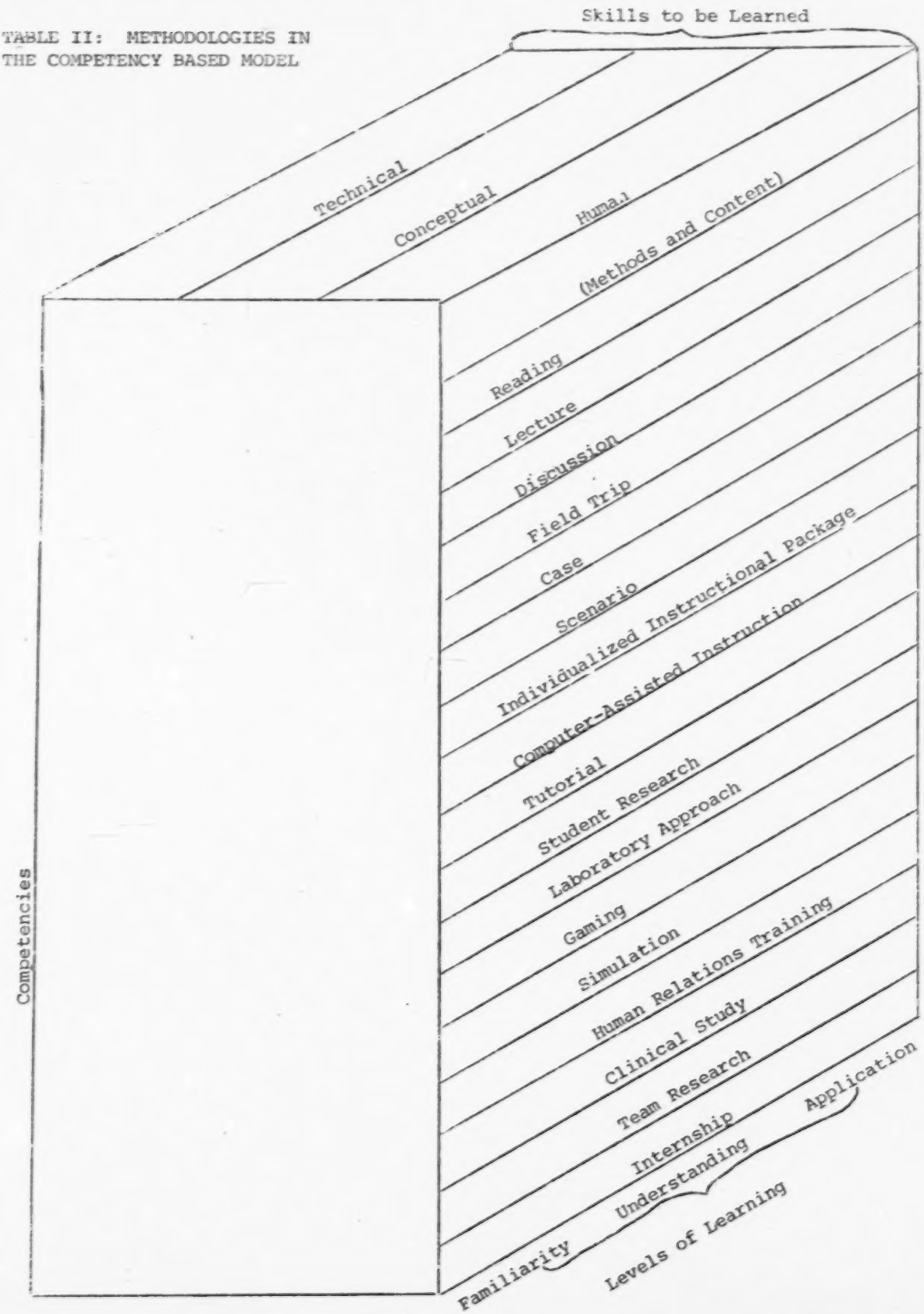

TABLE III contains the responses of the fifty-one institutions that completed the questionnaire. In this case, percentages are shown as some institutions responded to more than one item. The case study and the internship led the list of methodologies employed when lecture, discussion, and reading were not considered. Field project was third, followed by simulation and surveys, which tied. All other methodologies combined accounted for less than one-third of the institutions responding.

TABLE III

METHODOLOGIES EMPLOYED OTHER THAN LECTURE, DISCUSSION, AND READING

Method	Required (%)	Optional (%)	Total Reporting (%)	
Case Study	12.5	18.6	31.1	(53)
Case Writing	6.3	15.6	21.9	
Internship (formal)	3.0	21.3	24.3	(39.9)
Internship (informal)	0.0	15.6	15.6	
Field Project	12.5	15.6	28.1	
Simulation	6.3	21.3	27.6	
School Survey	6.3	21.3	27.6	
Computer Ssst. Instr.	0.0	15.6	15.6	
All Others	9.2	21.3	30.5	

No claim is made for these findings except that, descriptively, they are indicative of directions institutions are taking, and they provide some notion of the extent of use of relatively new methodologies apart from purely lecture, discussion, and reading types. Periodic and detailed data collection is needed if institutions are to have the kind of information that would be helpful in making program decisions.

Perhaps more important is the need for studies of the institutional arrangements for program development and the conditions of the professorship itself. These are perhaps the most important conditioners of program quality. Data of any useful comparative sort is meager indeed. Some questions are:

1. How are graduate training programs in educational administration funded in comparison to business, engineering, medicine, and law?
2. What is the status of support for program assessment and experimentation?
3. What are the student load expectations in terms of providing support?
4. What facilities--laboratory, library seminar and work spaces, computer and media--are available?
5. What provisions are made for regular contact with the field? (Funds for travel, exchanges, joint projects, seed money for experimentation, etc.)
6. What is the institutional support for professor renewal? (Sabbaticals, part-time relief from duties, etc.)

In a superficial check of six institutions that were willing to share information departments of Educational Administration were 1) below the average of departments in funding by weighted student, 2) had higher than average student credit hour production (SCH), 3) had travel and sabbatical leave opportunities reduced during the past five years, and 4) had the highest number of shared or part-time

professorships of any department with which they were compared. These are the institutional conditions which, one could argue, act as constraints upon program quality.

On the positive side much has been done, and a short list of some innovative types of activities of which I am aware might be useful:

1. Development of long-range plans--following the UCEA model.
2. Establishing Individualized Continuing Education (ICE) projects in which professors have mini-grants to improve their competencies.
3. Creation of R and D Labs for professors to develop and test new teaching methods.
4. Providing space and funds for learning teams, regular professorial seminars, "non-groups," and other means for professors to improve themselves.
5. Formation of institutes and other cooperative structures for working with practicing administrators and with professors from related fields.
6. Team teaching and shared instructional arrangements.
7. Extern programs and internships which permit exchange with the field.
8. Competency based and individualized instruction which permits an altered role for the professor.
9. Continued development of simulation, case method, "futures" techniques, etc., which improve the teaching and research role of the professor.

Other items could be added to this list, and it is offered to indicate the improvements that have occurred recently. What is needed is the improvement of institutional conditions that will permit systematic exploitation of the promising practices now available. If these developments can be exploited it can mean an enhanced role for the professor to provide the quality program required by the demands listed at the beginning of this paper. The professor can then keep in close touch with practice, become a developer and tester of learning materials and formats, and develop a much more collegial relationship with individual students and practitioners.

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